

GRREC SPECIAL EDUCATION

GRREC SPECIAL EDUCATION DIVISION MEETING MINUTES

February 15, 2013

In Attendance:

DISTRICTS -

Adair – Anita Goode	Edmonson – Wyn Caudill	Metcalf – Jamie Moss
Allen – Janet Cooke	Elizabethtown – Kristin Froedge	Monroe - Jamie Stanford Conkin
Barren - Cynthia York	Glasgow – Alisha Richardson	Ohio – Christy Nofsinger
Bowling Green – Vicki Writsel	Grayson –	Owensboro – Kim Johnson
Breckinridge – Mike Simpson	Green – Rhonda Simpson	Russell – Verlene Rogers
Butler – Sarah Ingram	Hancock – Aleta Sisk	Russellville – Linda Shelton
Campbellsville – Joni Davis	Hardin – Kim Adkins	Simpson – Shelia Baugh
Caverna – Susan Mathews	Hart – Donna LeFevre	Taylor – Scott Parks
Clinton – Eddie Tallent	LaRue – Camille Turner	Todd – Kim Justice
Cloverport – Brenda Ritson	Logan –	Warren – Vivian Hudson
Cumberland – Paulette Andrews	McLean – Sherri Turley	West Point -
Daviess -	Meade – Nancy Mitcham	Western Ky University –

PARTNERS –

RTC –	KSD- Meena Mann	KSB –
WKU –	KAES – Alex Fitzpatrick	

GRREC SP ED STAFF:

Amanda Abell	Barb DeGraaf	Kathy Maciel
Pat Butler	Betsy Flener	LeAnn Marksberry
Beth Carter	Pat Kelley	Debra Myers
Kelly Davis	Donna Link	Shea Rogers

GUESTS:

Allen – Kellie Stinson
Hardin - Jessica Purchis
CU – Marcus Pedigo
CU – Jane Bowman

Welcome and Introductions

The GRREC Special Education Division met for its monthly meeting, on Friday, February 15, 2013, at 9:00 a.m., at the Green River Regional Educational Cooperative offices. Donna Link opened the meeting with a welcome and introductions and the video, “A Pep Talk from Kid President to You”.

Updates and Hot Topics

Delivery Plans & Logic Model – Donna handed out a review of the four KDE Delivery Plans – CCR, Proficiency, GAP and PGES Target Goals and Strategies/Strategy Leads. These delivery plans very much drive what GRREC Special Education Consultants do for districts. These delivery plans are to help districts meet their goals for their students and staff; and GRREC staff will continue to work diligently to align district needs with KDE Delivery plans. The complete Delivery Plan is available on KDE’s website.

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College/Career Readiness:

Beth shared that part of the College and Career programming/advising includes the development of the ILP for all students. Work is ongoing at KDE to assist teachers in working with low incidence students as they develop an alternate ILP when needed. It is encouraged that until additional strategies and guidance are made available, LI students continue to utilize any section possible – with assistance as needed of the ILP currently available.

Shelia Baugh shared that she has a chart that helps to understand the different ways that students can be college/career ready and certificates available and which courses are easier to pass – some have tests and some do not. She has a very good working document spreadsheet for junior/seniors which lists all their tracking information to know where students are heading and what their needs are. Sheila will share. Alex shared that Monroe Co has a spreadsheet that will track individual students and their progress to be College/Career ready.

Donna also provided a handout of districts' percentage of students that are college/career ready.

Proficiency Plan:

Donna shared the data on increasing the average combined reading and math K-Prep scores for elementary and middle schools.

Gap Plan:

Donna shared that Visible Learning is not mentioned in the GAP plan but felt it is Best Practice and shared a flyer.

If you are part of the Race to the Top grant, you will receive the Visible Learning training. GRREC will be able to afford to send 3-4 teams that are not Race to the Top districts. You must have the commitment of the DoSE, Instructional Supervisor and Superintendent to attend. There is a cap of 120 participants. It is being opened up to the remainder of the coops. Please let Donna know if interested.

The #5 strategy that targets professional development does not specifically mention PALS "Participatory Adult Learning Styles". The PALS framework is based on designing professional development that will change teacher practices. GRREC consultants are adopting this framework and will be using this framework in the training of our district's teachers. More on PALS will be provided at a later date.

Next Generation Professionals Delivery Plan:

Amanda will be speaking on this plan later.

KDE has required GRREC to create a logic model aligned with the delivery plans. The model was based on district data. This plan was created to identify goals and strategies we want to use to help districts, and also reflects the state role group working plans. An outline of the logic model was

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provided. The model had to have one goal per delivery plan and an action plan to implement the activities related to the goal, and it had to show the integration and collaboration with the general education division at GRREC. It is not final and districts are encouraged to provide feedback if changes need to be made.

To address the proficiency plan, the Math Consultants wanted to include the Conceptual Math Building Blocks training. We are already having success with that.

The literacy consultants are targeting writing based on data and requests from districts and are developing some On Demand Writing modules that will be available in the spring.

There is a third target for the proficiency plan and that is the emphasis of low incidence teachers to really understand the standards and the intent of the standards and to help them design activities to help students learn the standards.

March 13 – Training at GRREC - focus on ELA standards as well as science/social studies

March 15 – Training at Munfordville - focus on Math

Registration on the website

In alignment with the CCR plan, our College and Career Readiness Coaches have selected to help districts with the Persistence to Graduation Toolkit and provide training and support related to CCR, Intentional ILPs and Operation Preparation.

KDE is in the process of trying to define more clearly what CCR for students with low incidence disabilities should look like. Clarification should be coming.

A map was passed out identifying districts that participate in Operation Preparation. It is possible that the map did not show the whole picture of what GRREC districts are doing in regards to Operation Preparation or those types of activities. Many GRREC districts are providing even more intensive activities not named Operation Preparation. When registering Operation Preparation Activities, districts should include district activities similar to those named in the Operation Preparation activities to make sure the data reflects what districts are doing.

Beth also mentioned if a district is looking for help in providing Operation Preparation activities that RITT (Regional Interagency Transitional Team) members that are willing to come to districts to come to talk with students and provide assistance with this activity.

When doing Transition Boot Camps/ training related to Indicator 13, information has been added related to EPAS and how to embed EPAS in the IEP training and in programming in general. If districts need help in any other areas, please don't hesitate to contact Beth or LeAnn.

Kathy Maciel and Beth Carter have been working with the Family Resource Coordinators from the region (about 100) and will be providing a dropout prevention workshop. Bonnie Tomberlin will be showing the coordinators the Persistence to Graduation Tool. Beth is going to talk with them about EPAS and the ILP. Kathy Maciel will be talking with them about behavioral interventions and dropout

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prevention strategies that they can then share with families. The training will be February 26th at GRREC.

Kathy mentioned that if a district has a family resource center that has a successful activity related to drop out prevention that they would like to share, please contact her.

A question was asked, “Where are DACs getting Persistence to Graduation information”? It is coming through Infinite Campus. It is not being talked about in the DAC’s meetings and DACs don’t seem to know anything about it. Donna mentioned that this is one of the goals that has been written related to the CCR plan so that we can help districts better understand the Persistence to Graduation Tool, its availability, and how to use it to gain results.

Beth mentioned that you can get on KDE’s website and search PTGT and it will take you a PowerPoint and toolkit with strategies to implement the PTGT. More dropout strategies are being added to the toolkit. If you have someone new, it is the quickest route to give them the information they need.

March 14th – LeAnn Marksberry is providing a Transition Training for Low Incidence Teachers. This date may change.

Gap Plan – we have identified two strategies to help close the gap. One is **Data Analysis** and we would love to work with DoSE on a process of digging deeper into your data and really understanding what it is telling you and helping you to identify targets that we can design plans including professional development and selecting those practices to help get the “bigger bang for your buck”. That will also be a part of Race to the Top grant.

Co-teaching 4 Gap Closure – every Coop in the State had to adopt this strategy. Presently, this initiative is for focus and priority schools. Three (GRREC) schools that will be participating this year - Todd High, Simpson Co High and Middle. There will be another application process in May for the upcoming school year and there will other opportunities to apply on-going. Emphasis will be on the Co-teaching strategies, with more intentionality on how, when and with which students we use those. Math and Literacy content is embedded within this initiative. UDL is a big piece, in addition to continuous improvement, holding students accountable for their own learning, using data boards and writing our own goals. We will keep you updated on this initiative.

Shea said the focus of co-teaching will now be on good instruction in the classroom. It’s not so much having two teachers in the classroom but that it is the instructional strategies that are taking place - practices for strengthening the core for all students.

Beth mentioned the Marilyn Friend partnership is ending this spring but there is information available regarding her program that can be shared, that just because you aren’t involved in the Co-Teaching 4 Gap Closure process, that doesn’t mean we will not work with your schools to implement co-teaching in your programming. Ongoing support for those districts who have participated in the Marilyn Friend initiative previously will be provided with ongoing support when requested.

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RTTD

Amanda provided a handout of an overview of the Race To the Top Grant. The Race to the Top Grant should benefit all of the GRREC districts, not only those participating in the grant. If you have questions, please contact Amanda. This grant covers all students, from special education to gifted students.

“CAP” Talk -

Relating to Corrective Action Plans, districts will continue to be monitored for compliance. OSEP’s focus now will be to look at “results” in addition to basic compliance. Recommendation: Continue with Indicator 13 compliance with results for CCR. Don’t let up on compliance indicators. You may not hear as much about that as in the past. Eligibility is another area - Observations and Re-evals. If a student comes into your district from another state, before determining eligibility, the student needs to have 2 original observations. For re-evaluations, you need two observations. Both can be monitoring information/data collection, etc. or formal observations or a combination of both. Exception: Initial or LD re-evals are required to have two formal observations. LRE – (Beth will send the LRE annotated document). Make sure more explicit information is included on conference summary when you check those boxes yes/no as to best placement. Progress Monitoring – really anticipate looking for monitoring data to compare with development of IEP if monitored.

Need to make sure that Speech Pathologists are following regulations as all special education staff. The KEG-R is just a reference document. It is not updated per regulations.

Question was asked if the Data Document was going to be required this year. It is believed that Johnny indicated yes. Donna will seek clarification.

Donna shared the 2012 Gap Group Proficiency Rates Students with Disabilities Map. It has been updated and the updated map is on KDE’s website. Donna will also send the updated map. Kim Johnson shared that there will be a panel of directors that are in the top quantile sharing what they are doing with best practices in their districts at CASE on March 4.

DoSE Issues and Concerns

Restraint & Seclusion

KSBA is in the process of writing a proposed restraint and seclusion plan for districts to follow. An email from Teresa Combs stated that district policy must be in place within 90 days of February 1. Remember to document what interventions were used before the restraint. JKM Training is scheduled for June 19 & 20 for recertification for trainers. Kathy will be sending out a survey to districts regarding those needing the initial certification training.

Related Service Doc

The related services document is on CKSEC website – the links for the final version are not working. GRREC is working with KDE on them providing a training on this guidance document.

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EOC Strategies

The question, “When students are in resource settings for content areas, how are they possibly going to get the EOC content to be able to pass the exam?” How are districts handling that?

Districts are handling in various ways.

- 1) Content is the Content. If you are modifying the content so that it is no longer the course then it needs to be something other than that course.
- 2) Teacher has to also co-teach in that content area before that teacher can teach a resource class. Has to follow the pacing guide. She has to know the curriculum.
- 3) There are quality core resources for the teacher to know what the quality core curriculum for those courses is.
- 4) There is RTI software available, like Moby, available that outlines the standard and provides a course of strategy for the student. Moby is fairly inexpensive and easy to use. IXL is another available software used by districts.

Conference Summary

Concerns still remain in regard to the development of the conference summary and how much time it takes to complete within the ARC meeting. Recommendation from KDE is to complete it, do it well, and within the time frame of the ARC meeting.

Another concern is using the template to write the Conference Summary. The concern is that the reports begin to look alike. What KDE wants to make sure that with eligibility, the Initial and three year re-evaluation, that discussion takes place regarding all of the documentation and data available.

Other

A request was made that emails regarding professional development trainings that come from consultants go through the DoSE first and they will disseminate to their staff. Another request was that emails sent have a subject in the subject line.

New Teacher IEP Training – Let Shea know if your district has a need. She said she would plan to have a training in March and then plan to have another training in the summer as new teachers are hired.

Kathy Maciel – There is a Why Try Level I training in Glasgow, March 14 & 15, 2013.

There is also a Why Try Level II training, May 30 & 31st at the Holiday Inn Sloan Convention Center in Bowling Green.

GRREC has the Level II kit in the lending library.

On February 28 at the Hart Co Board of Education, Amanda Abell and Betsy Flener are conducting a training on Tablet Devices, IPAD and RTI.

Re: WHAS Grant for 2013-14–

The focus is on Augmentative Alternative Communication and technology. Some of the trainings that have been included in the grant are

2 day training - Every Mood Counts

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LAMP Training – for students with Autism
Apps for Communication
Tablet Devices and Transition
Tablet Devices and Behavior
Tablet Devices and Sensory Impairment

If a district would like to be a host site for the LAMP training, that district is given 10 free slots.

Another grant request made through the WHAS grant is a second ACES Toolkit.

Janet said that she would be leaving and has requested that someone take over the gift fund for the group. Donna asked for everyone to think about it until March 15th and someone may want to consider taking this project on.

Kelly Davis was introduced to the group. Kelly has been hired as the PBIS staff person for GRREC. Part of her salary will be paid by the special education budget and part of her salary will be paid by twelve of our school districts. All of our districts will benefit by Kelly's services but the twelve school districts will take priority. If any district wants to join the districts sharing part of Kelly's salary, let Donna know within the next couple of weeks.

The twelve participating districts are: Barron, Butler, Cumberland, Grayson, Hardin, Hart, Meade, OPS, Russellville, Trigg, Union and Warren

The cost right now is \$1 per student. If more districts participate that could lower that amount.

Workgroup Sessions

For the remainder of the afternoon, the group broke into four workgroup sessions:

CDIP/ASSIST – Beth Carter led this group in looking through and a sharing session of districts' CDIPS/ASSIST and how GRREC Special Education will support districts.

Move Your Numbers & Data Review – Donna led this group through the reading of an article that shared key practices for gap closure.

Writing & Math APPS – Betsy Flener shared with the group writing and math apps and software.

PGES & Danielson Framework – Amanda shared an introduction to become more familiar with practices for this framework.

The next GRREC Special Education Division Meeting will be held on Friday, March 15, 2013 at the GRREC offices.